

Bethune-Bowman Elementary

4857 Charleston Highway
Rowesville, SC 29133

Grades	K-5 Elementary School	
Enrollment	301 Students	
Principal	Dr. Samuel Alston	803-533-6371
Superintendent	Melvin Smoak	803-534-5454
Board Chair	Kalu Kalu	803-534-5454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	59	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Excellent	N/A
2003	Average	Average	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	Yes

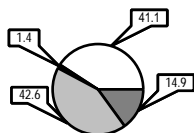
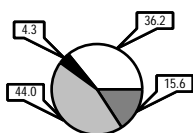
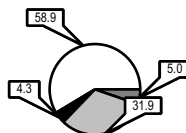
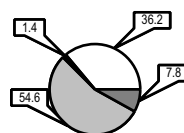
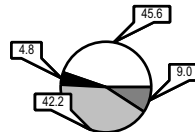
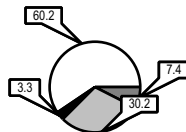
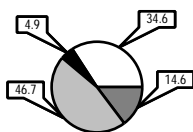
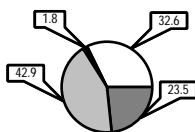
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

91.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	154	98.7	41.1	42.6	14.9	1.4	24.8	Yes	Yes
Gender									
Male	85	98.8	43.8	43.8	10.0	2.5	16.3		
Female	69	98.6	37.7	41.0	21.3	0.0	36.1		
Racial/Ethnic Group									
White	14	92.9	33.3	41.7	25.0	0.0	33.3	I/S	I/S
African American	135	100.0	42.1	42.9	13.5	1.6	23.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	125	98.4	38.4	44.6	15.2	1.8	28.6		
Disabled	29	100.0	51.7	34.5	13.8	0.0	10.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	154	98.7	41.1	42.6	14.9	1.4	24.8		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	151	98.7	41.3	42.0	15.2	1.4	25.4		
Socio-Economic Status									
Subsidized meals	137	99.3	41.6	44.0	14.4	0.0	22.4	Yes	Yes
Full-pay meals	16	100.0	37.5	31.3	18.8	12.5	43.8		

Mathematics – State Performance Objective = 36.7%									
All Students	154	98.7	36.2	44.0	15.6	4.3	29.8	Yes	Yes
Gender									
Male	85	98.8	38.8	42.5	13.8	5.0	28.8		
Female	69	98.6	32.8	45.9	18.0	3.3	31.1		
Racial/Ethnic Group									
White	14	92.9	50.0	33.3	0.0	16.7	25.0	I/S	I/S
African American	135	100.0	34.9	46.0	16.7	2.4	29.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	125	98.4	29.5	48.2	17.0	5.4	34.8		
Disabled	29	100.0	62.1	27.6	10.3	0.0	10.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	154	98.7	36.2	44.0	15.6	4.3	29.8		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	151	98.7	35.5	44.2	15.9	4.3	30.4		
Socio-Economic Status									
Subsidized meals	137	99.3	39.2	42.4	16.0	2.4	28.8	Yes	Yes
Full-pay meals	16	100.0	12.5	56.3	12.5	18.8	37.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	154	98.7	58.9	31.9	5.0	4.3	9.2
Gender							
Male	85	98.8	65.0	22.5	7.5	5.0	12.5
Female	69	98.6	50.8	44.3	1.6	3.3	4.9
Racial/Ethnic Group							
White	14	92.9	41.7	41.7	0.0	16.7	16.7
African American	135	100.0	61.1	31.0	5.6	2.4	7.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	125	98.4	54.5	33.9	6.3	5.4	11.6
Disabled	29	100.0	75.9	24.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non–Migrant	154	98.7	58.9	31.9	5.0	4.3	9.2
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non–Limited English Proficient	151	98.7	58.0	32.6	5.1	4.3	9.4
Socio–Economic Status							
Subsidized meals	137	99.3	60.8	32.0	4.8	2.4	7.2
Full–pay meals	16	100.0	43.8	31.3	6.3	18.8	25.0

Social Studies							
All Students	154	98.7	36.2	54.6	7.8	1.4	9.2
Gender							
Male	85	98.8	40.0	50.0	7.5	2.5	10.0
Female	69	98.6	31.1	60.7	8.2	0.0	8.2
Racial/Ethnic Group							
White	14	92.9	25.0	58.3	16.7	0.0	16.7
African American	135	100.0	37.3	54.8	7.1	0.8	7.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	125	98.4	28.6	59.8	9.8	1.8	11.6
Disabled	29	100.0	65.5	34.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non–Migrant	154	98.7	36.2	54.6	7.8	1.4	9.2
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non–Limited English Proficient	151	98.7	35.5	55.1	8.0	1.4	9.4
Socio–Economic Status							
Subsidized meals	137	99.3	37.6	56.0	5.6	0.8	6.4
Full–pay meals	16	100.0	25.0	43.8	25.0	6.3	31.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	45	100.0	37.8	31.1	28.9	2.2	31.1
	4	45	100.0	22.2	55.6	22.2	N/A	22.2
	5	52	100.0	32.7	50.0	17.3	N/A	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	51	100.0	31.9	40.4	23.4	4.3	27.7
	4	52	100.0	37.0	50.0	13.0	0.0	13.0
	5	51	96.1	56.5	37.0	6.5	0.0	6.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	45	100.0	35.6	57.8	4.4	2.2	6.7
	4	45	100.0	28.9	46.7	17.8	6.7	24.4
	5	52	100.0	26.9	46.2	23.1	3.8	26.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	51	100.0	27.7	59.6	10.6	2.1	12.8
	4	52	100.0	30.4	37.0	23.9	8.7	32.6
	5	51	96.1	47.8	37.0	13.0	2.2	15.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	51	100.0	44.7	53.2	0.0	2.1	2.1
	4	52	100.0	52.2	26.1	13.0	8.7	21.7
	5	51	96.1	78.3	17.4	2.2	2.2	4.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	51	100.0	12.8	78.7	6.4	2.1	8.5
	4	52	100.0	34.8	50.0	13.0	2.2	15.2
	5	51	96.1	58.7	37.0	4.3	0.0	4.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 301)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.3%	Down from 0.9%	3.9%	3.0%
Attendance rate	96.1%	Down from 97.1%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.9%	Down from 10.6%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.6%	Down from 8.5%	5.5%	3.2%
Eligible for gifted and talented	1.9%	Down from 4.6%	4.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.0%	Up from 5.1%	8.0%	8.2%
Older than usual for grade	0.7%	Down from 1.1%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	68.0%	Down from 69.2%	50.0%	52.6%
Continuing contract teachers	96.0%	Up from 92.3%	77.1%	83.3%
Highly qualified teachers	81.8%	Down from 100.0%	91.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	3.0%	0.0%
Teachers returning from previous year	94.7%	Up from 90.8%	83.0%	87.0%
Teacher attendance rate	94.8%	Down from 96.2%	94.9%	95.0%
Average teacher salary	\$42,629	Up 3.5%	\$40,343	\$41,703
Prof. development days/teacher	9.2 days	Down from 13.7 days	14.3 days	12.8 days
School				
Principal's years at school	13.0	No change	4.0	4.0
Student–teacher ratio in core subjects	17.6 to 1	Up from 17.5 to 1	16.5 to 1	18.8 to 1
Prime instructional time	90.0%	Down from 91.1%	88.8%	89.8%
Dollars spent per pupil*	\$8,687	Down 2.0%	\$7,465	\$6,242
Percent of expenditures for teacher salaries*	59.7%	Down from 63.4%	63.9%	65.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	91.0%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	90.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Throughout the years, Bethune-Bowman Elementary School has shown steady and continuous academic growth in all phases that we are measured. Our objective is to continue to grow and have all students reach the Proficient level of performance.

Activities to ensure that we perform on a proficient level include morning reading before breakfast or as students wait for breakfast. As they exit the school bus, they go directly to a bookcase, select a book and read at a table in the cafeteria. For those who do not want to eat breakfast, they assemble near their homeroom and read a selected book until the homeroom teacher arrives. Students who are avid readers normally perform well in the classroom and on Norm Referenced Tests.

Students also go to the computer laboratory where the standards are reinforced using the Riverdeep Language Arts and Math software. This is done in addition to the regular scheduled computer classes before breakfast. Another activity is to have Spanish instructions daily via our long-distance learning network. All students will benefit from this endeavor.

Computers have been installed in every classroom to enable students and teachers to use technology to enhance instruction. Technology is very important in today's society and as educators we need that to help our students become computer savvy.

Study groups are available to discuss the latest literacy trends and issues. The Literacy Coach guides the study groups into book discussions that provide teachers with the opportunity to enhance reading instruction in the classroom. LCD projectors enable teachers to address the various learning styles of their students.

A science laboratory and a computer laboratory are available to be used by all teachers and students to provide students with hands-on learning. Research has shown that children learn by doing. Both laboratories ensure they get hands-on experience.

PACT nights are provided for parents to provide them with the opportunity to work with their children. Children need support from their parents and those children that do learn with their parents are more successful in school.

A variety of tutoring opportunities is also provided for our at-risk and at-promise students. In-class tutoring for at-risk students is provided for those students who are unable to stay after school and Saturday tutoring is provided for those students who cannot come through the week. The concept behind tutoring is to provide all students with the opportunity to grow and achieve. Summer school is provided for students scoring below basic on the PACT test

The above strategies are used to help our school's improvement rating continue to increase and show academic growth from one year to the next.

Mrs. Kathleen Davis, School Improvement Chairperson
Dr. Samuel Alston, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	12	44	30
Percent satisfied with learning environment	81.8%	95.1%	86.7%
Percent satisfied with social and physical environment	91.7%	88.1%	96.4%
Percent satisfied with school-home relations	50.0%	92.9%	71.4%

*Only students at the highest elementary school grade level at this school and their parents were included.